

Bethune Elementary

302 Norwood Street East

Bethune, SC 29009

Grades	K-5 Elementary School	
Enrollment	107 Students	
Principal	Gerald Gary	843-334-6278
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	51	59	4

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Excellent	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Average	Yes

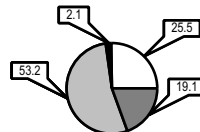
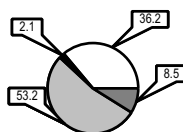
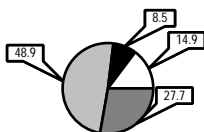
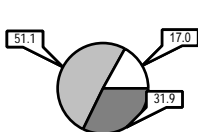
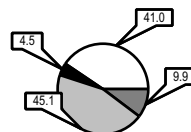
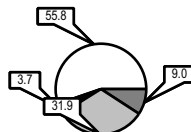
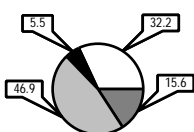
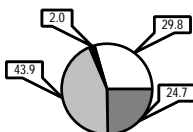
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	48	100.0	17.0	51.1	31.9	0.0	42.6	Yes	Yes
Gender									
Male	34	100.0	21.2	51.5	27.3	0.0	36.4		
Female	14	100.0	7.1	50.0	42.9	0.0	57.1		
Racial/Ethnic Group									
White	17	100.0	12.5	50.0	37.5	0.0	50.0	I/S	I/S
African American	31	100.0	19.4	51.6	29.0	0.0	38.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	42	100.0	9.8	56.1	34.1	0.0	46.3		
Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	48	100.0	17.0	51.1	31.9	0.0	42.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	48	100.0	17.0	51.1	31.9	0.0	42.6		
Socio-Economic Status									
Subsidized meals	43	100.0	19.0	52.4	28.6	0.0	40.5	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	48	100.0	14.9	48.9	27.7	8.5	48.9	Yes	Yes
Gender									
Male	34	100.0	15.2	48.5	27.3	9.1	51.5		
Female	14	100.0	14.3	50.0	28.6	7.1	42.9		
Racial/Ethnic Group									
White	17	100.0	0.0	31.3	50.0	18.8	68.8	I/S	I/S
African American	31	100.0	22.6	58.1	16.1	3.2	38.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	42	100.0	17.1	43.9	29.3	9.8	51.2		
Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	48	100.0	14.9	48.9	27.7	8.5	48.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	48	100.0	14.9	48.9	27.7	8.5	48.9		
Socio-Economic Status									
Subsidized meals	43	100.0	14.3	52.4	26.2	7.1	47.6	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	48	100.0	36.2	53.2	8.5	2.1	10.6
Gender							
Male	34	100.0	36.4	54.5	6.1	3.0	9.1
Female	14	100.0	35.7	50.0	14.3	0.0	14.3
Racial/Ethnic Group							
White	17	100.0	25.0	50.0	18.8	6.3	25.0
African American	31	100.0	41.9	54.8	3.2	0.0	3.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	42	100.0	31.7	58.5	7.3	2.4	9.8
Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	48	100.0	36.2	53.2	8.5	2.1	10.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	48	100.0	36.2	53.2	8.5	2.1	10.6
Socio-Economic Status							
Subsidized meals	43	100.0	35.7	57.1	7.1	0.0	7.1
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	48	100.0	25.5	53.2	19.1	2.1	21.3
Gender							
Male	34	100.0	27.3	57.6	12.1	3.0	15.2
Female	14	100.0	21.4	42.9	35.7	0.0	35.7
Racial/Ethnic Group							
White	17	100.0	6.3	56.3	31.3	6.3	37.5
African American	31	100.0	35.5	51.6	12.9	0.0	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	42	100.0	24.4	51.2	22.0	2.4	24.4
Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	48	100.0	25.5	53.2	19.1	2.1	21.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	48	100.0	25.5	53.2	19.1	2.1	21.3
Socio-Economic Status							
Subsidized meals	43	100.0	28.6	52.4	16.7	2.4	19.0
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	19	100.0	10.5	36.8	52.6	N/A	52.6
	4	14	100.0	35.7	42.9	21.4	N/A	21.4
	5	29	100.0	21.4	60.7	17.9	N/A	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	16	100.0	12.5	43.8	43.8	0.0	43.8
	4	22	100.0	14.3	57.1	28.6	0.0	28.6
	5	10	100.0	30.0	50.0	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	19	100.0	5.3	68.4	26.3	N/A	26.3
	4	14	100.0	28.6	42.9	28.6	N/A	28.6
	5	29	100.0	28.6	42.9	28.6	N/A	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	16	100.0	0.0	68.8	31.3	0.0	31.3
	4	22	100.0	23.8	28.6	33.3	14.3	47.6
	5	10	100.0	20.0	60.0	10.0	10.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	16	100.0	6.3	68.8	25.0	0.0	25.0
	4	22	100.0	52.4	42.9	0.0	4.8	4.8
	5	10	100.0	50.0	50.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	16	100.0	12.5	62.5	25.0	0.0	25.0
	4	22	100.0	14.3	57.1	23.8	4.8	28.6
	5	10	100.0	70.0	30.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 107)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.7%	Up from 2.6%	4.1%	3.0%
Attendance rate	95.8%	Up from 95.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.9%	3.2%
Eligible for gifted and talented	2.0%	Down from 13.3%	5.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Down from 6.0%	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.9%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	19.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 8)				
Teachers with advanced degrees	25.0%	Down from 28.6%	50.0%	52.6%
Continuing contract teachers	62.5%	Down from 71.4%	80.9%	83.3%
Highly qualified teachers	100.0%	No change	93.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.5%	0.0%
Teachers returning from previous year	64.2%	Down from 77.1%	84.3%	87.0%
Teacher attendance rate	88.4%	Down from 93.6%	94.9%	95.0%
Average teacher salary	\$41,683	Up 14.5%	\$40,426	\$41,703
Prof. development days/teacher	12.5 days	Up from 11.4 days	12.7 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 19.5 to 1	17.3 to 1	18.8 to 1
Prime instructional time	81.6%	Down from 85.2%	89.2%	89.8%
Dollars spent per pupil*	\$7,764	Down 8.4%	\$6,808	\$6,242
Percent of expenditures for teacher salaries*	46.8%	Down from 52.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethune Elementary focused on student achievement, character education, and the acquisition and use of state-of-the-art technology. To improve student achievement, personalized assistance was provided using SuccessMaker computer software, Soar-to-Success reading materials, and the Accelerated Math program. Instruction in the science lab allowed students to explore science concepts using a hands-on approach to process skills. Character education strategies included "caught being good" character recognitions, daily quotes, formal guidance instruction, cash drawings, and other class activities. Each month, one of the seven pillars of the Character Counts program was emphasized to transform student behavior throughout the year. In order to become technologically proficient, teachers committed themselves to learn and share with their colleagues a brand new technology. Some selected the digital camera, whiteboard, classroom performance system, or the school pad as their tool to master. They developed their eCHALK Web sites, used video streaming in their lessons, and shared their new tool with each other.

Celebrations were held to recognize success in achieving goals. Assemblies were held to commemorate the accomplishment of student reading goals, computer achievement goals, attendance, and improvements in overall student behavior. The newly established in-school suspension resulted in an increase in student attendance helping the school meet its Adequate Yearly Progress objectives. Students were encouraged to master grade level standards and demonstrate proficiency on the district Measures of Achieved Progress (MAP) benchmark test. The School Improvement Council ensured that the school stayed focused on implementing its Action Plan. Bethune Elementary completed its Southern Association of Colleges and Schools (SACS) peer review accreditation process with an "All Clear" status. Parents enjoyed participating in monthly workshops that taught about everything from child-rearing, to test-taking, and even candle-making.

Students at Bethune Elementary had an exciting year of learning experiences also. They visited Discovery Place in Charlotte, panned for gems in a mobile mining museum, participated in an 18th century History Day, visited a pumpkin farm, performed magic tricks, planted a tree, held a rodeo, and walked the track daily. The school faculty has worked together to educate students successfully by making learning relevant and building a strong foundation for the future.

Barbara P. Briggs, Ed. D., Principal
 Ronnie Caldwell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	14	7
Percent satisfied with learning environment	87.5%	83.3%	I/S
Percent satisfied with social and physical environment	100.0%	50.0%	I/S
Percent satisfied with school-home relations	37.5%	83.3%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.